





	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

**Priority schools** are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

**Priority School Identification:** No  
**Focus School Identification:** No  
**Priority School Reason:** N/A  
**Focus School Reason:** N/A

A **high-performance reward school** is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A **high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

**High Performing School:** No  
**High Progress School:** No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

**Part IV A: Percentage of Teachers by Highest Degree Held**

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.7%	1.2%
<b>Bachelors</b>	42.6	69.3%	74.4%	74.5%
<b>Masters</b>	18.9	30.7%	24.2%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.6%	0.6%

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

**Number of Core Academic Teachers Who Are Teaching on the Following Permits**

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

**State Level: 2015 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
Grade 4	Reading	Overall	36	64	31	7	
		American Indian	n/a	n/a	n/a	n/a	
		Asian	13	87	66	30	
		Black	49	51	17	2	
		Hispanic	44	56	22	3	
		White	18	82	50	13	
		Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2	
		National School Lunch Program	46	54	20	3	
		Mathematics	Overall	14	86	44	8
			American Indian	n/a	n/a	n/a	n/a
			Asian	3	97	82	36
			Black	24	76	29	2
			Hispanic	16	84	37	4
			White	7	93	60	15
			Students with Disabilities	41	59	18	2
English Language Learners	23		77	28	2		
National School Lunch Program	19		81	30	2		
Grade 8	Reading		Overall	28	72	28	2
			American Indian	n/a	n/a	n/a	n/a
			Asian	12	88	55	12
			Black	38	62	19	2
			Hispanic	35	65	19	1
			White	14	86	43	4
			Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a	
		National School Lunch Program	36	64	18	1	
		Mathematics	Overall	25	75	32	7
			American Indian	n/a	n/a	n/a	n/a
			Asian	5	95	67	25
			Black	43	57	16	2
			Hispanic	31	69	23	4
			White	12	88	48	12
			Students with Disabilities	62	38	8	1
English Language Learners	60		40	6	n/a		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		National School Lunch Program	34	66	20	3

**State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment